Implementing a Collaborative Writing Workshop Using Google Docs in a Bilingual High School

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Abstract

Collaborative writing has been extensively researched due to its effects on the development of students' writing skills. Nonetheless, there are few studies in Colombia on its implementation using online word-processing applications such as Google Docs. This platform in particular contains features that can be used to facilitate collaborative writing in language classrooms. The present classroom project aimed at using Google Docs to improve students' writing performance in English at a bilingual public institution in Pereira, Colombia. Thus, collaborative writing was used as the teaching methodology with eleventh-grade students to implement a ten-lesson workshop for the composition of descriptive texts. Data was collected through instruments such as teacher journals, class observations, students' artifacts, and a student perception survey. The findings showed the development of learners' writing proficiency in English and also provided insights into the usage of this approach to teaching compositional skills. Furthermore, the teacher-practitioners who conducted the execution process of this classroom project enhanced their teaching skills when it came to promoting writing abilities. In addition, students perceived Google Docs as a manageable tool to use in their learning process. Finally, the results obtained displayed improvements in students' writing and interpersonal skills, illustrating the relevance and effectiveness of using innovative technologies and teaching methods in writing.

Keywords: Collaborative Writing, Google Docs, Academic Writing, Language Teaching, Teaching Methods Innovation.

Resumen

La escritura colaborativa ha sido ampliamente investigada debido a sus efectos en el desarrollo de las habilidades de escritura de los estudiantes. Sin embargo, existen pocos estudios en Colombia sobre su implementación utilizando aplicaciones de procesamiento de texto en línea como Google Docs. Esta plataforma en particular contiene características que pueden ser utilizadas para facilitar la escritura colaborativa en las aulas de idiomas. El presente proyecto de aula tuvo como objetivo la enseñanza utilizando Google Docs para mejorar el rendimiento de escritura en inglés de los estudiantes de una institución pública bilingüe en Pereira, Colombia. Así, se utilizó la escritura colaborativa como metodología de enseñanza con estudiantes de undécimo grado para implementar un taller de diez lecciones para la composición de textos descriptivos. Los datos se recolectaron a través de instrumentos como los diarios de los docentes, las observaciones de clase, la composición de texto de los estudiantes y una encuesta de percepción. Los resultados mostraron el desarrollo de la competencia de escritura en inglés de los estudiantes y también proporcionaron información sobre el uso de este enfoque para enseñar habilidades de composición. Además, los docentes-practicantes que llevaron a cabo el proceso de ejecución de este proyecto de aula mejoraron sus habilidades docentes a la hora de promover la escritura. Adicionalmente, los estudiantes percibieron Google Docs como una herramienta manejable para utilizar en su proceso de aprendizaje. Por último, los resultados obtenidos mostraron mejoras en la escritura y las habilidades interpersonales de los alumnos, lo que ilustra la pertinencia y eficacia del uso de tecnologías y métodos de enseñanza innovadores en la escritura.

Palabras clave: Escritura Colaborativa, Google Docs, Escritura Académica, Enseñanza de Idiomas, Innovación en Métodos de Enseñanza.

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- **Kevin Muñoz Morales**

Table of contents

Justification

Exploring writing strategies using collaborative learning is fundamental in the field of English language, as their implementation can be the means to improve students' writing literacy. Many researchers worldwide have claimed that the use of collaborative writing is an effective method in writing classrooms (Dobao, 2012; Storch, 2019; Calzada & García, 2020; Pham, 2021). By definition, collaborative writing is an activity in which two or more students work together in order to produce a text (Storch, 2019). Hence, it requires constant interaction and negotiation among learners, which can lead to enhancing both their writing and interpersonal skills. In this respect, researchers indicate that when students generate discussions in collaborative activities, they learn a lot from each other and can improve the outcomes of their written products (Dobao & Blum, 2013). Having an overview of the use of collaborative writing worldwide can give insights into how it can be administered in different contexts.

Writing is a skill that students commonly struggle with within the academy. For this reason, it is considered a complex and challenging task that requires significant instructional time to master (Graham, 2018). Therefore, it is essential to find strategies to help and engage students in the writing process. In this regard, evidence suggests that collaboration in writing is useful in helping learners to improve fluency, accuracy, and syntax, as well as their interpersonal skills (Pardo-Ballester & Carrillo, 2015; Bueno & Martínez, 2020). It provides a high level of interaction, which is essential to achieving the desired learning results (Moreno et al., 2012). This indicates that collaboration among students during writing exercises has positive effects on their performance.

Collaborative writing has been shown to have beneficial effects on students' writing skills. In this concern, Abrams (2019) illustrates that collaborative writing generates a reciprocal relationship between the task and the amount of output the group produces, enlarging the engagement with the ongoing task. In a similar study, Chen and Yu (2019) concluded that learners' beliefs and learning experiences shape their attitudes and behaviors during the writing process. Moreover, the previous study confirms that the relationships formed by peers during the collaborative writing process reflect positive effects on their production. Collaborative writing has been extensively used around the world to improve students' writing skills, and the results have shown that it is highly recommended to explore this strategy in a local context.

In Colombia, there have been various research studies on collaborative writing. For instance, Gonzales et al. (2012) focused on the role of collaborative work in the development of elementary students' writing skills at a Colombian school. Furthermore, other researchers have been interested in the subject, such as Robayo and Hernández (2013), who implemented collaborative writing with university students to enhance their academic written production. In a similar study, Caviedes et al. (2016) worked with students from a private university in which collaborative work was used to edit academic journal articles. Overall, the aforementioned studies concluded that collaboration is an effective method for improving English writing skills in Colombian students. However, these students had to face considerable challenges, such as reaching the expected results that the Colombian education system proposes.

Several research studies have unveiled the issues of Colombian students' writing skills. For instance, Gómez (2011) states that "the process of miseducation begins in high school where evidently little writing instruction is offered" (p. 6). Hence, students from high school do not arrive at college prepared as they do not have the necessary skills for writing academic papers. In

other words, students in Colombia do not meet the current literacy demands of higher education (Marulanda & Martínez, 2019). In this regard, the Ministry of National Education (MEN, by its acronym in Spanish) proposed the Colombian *National Bilingual Program* (2004-2019). This program aimed to develop students' communicative competence in English at the basic, middle, and higher levels. Other official programs, such as *Colombia Bilingüe* (2014-2018) and *Colombia very well* (2015-2025), have also been focused on improving English language proficiency in Colombian students. Nevertheless, students still have difficulties when producing academic writing texts.

In this matter, the MEN (2015) published the Basic Learning Rights (BLRs) and The Suggested Curriculum based on the needs of students and English teachers in Colombia. The BLRs are coherent with the Basic Standards of Competence in Foreign Languages: English (MEN, 2006) and the Common European Framework of Reference for Languages (CEFR, 2001). The main goal of BLRs is to enhance learners' communicative competence in English and achieve a B1 level of proficiency in students who graduate from eleventh grade. In this concern, the Colombian Institute for the Evaluation of Education (ICFES, by its acronym in Spanish) (2022) presented the national report of results of the Saber 11th 2021 test, in which it illustrates that students from eleventh grade who reached a pre-intermediate level or B1 did not exceed 10%. This means that the main objective in *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* is not being accomplished in high schools. To illustrate this situation, the MEN explains that only 7% of high school graduates achieved a B1 proficiency level in English in 2017 (as cited in Benavides, 2021), which is contrary to the 40% expected by MEN in 2006.

In Risaralda, there have been few studies on collaborative writing, but some researchers have studied cooperative learning in EFL students. For instance, Guapacha et al. (2015)

conducted a study with fifth graders from a public school in Pereira by implementing creative

writing using cooperative learning activities. In a similar study, Pardo et al. (2016) inquired

about the effects of cooperative learning using group activities and problem-solving tasks to

promote social interaction and oral English skills in fourth graders at a public high school in

Pereira. The results of both studies suggested that working in groups positively impacts students'

language competencies. In addition, these studies evidenced the benefits of using Information

and Communications Technologies (ICTs) in language classrooms and how they can help

students when writing collaboratively.

Implementing collaborative writing using technological tools provides visible benefits for

teaching writing to language students. The use of technology has been introduced to complement

traditional writing classes (Liu, 2013). In this sense, integrating ICTs in language education

makes the learning process less teacher-centered, impacting students' satisfaction and

engagement (Hashmi, 2016; Maryam et al., 2013). Besides, it is relevant to highlight that using

ICTs also generates students' positive attitudes toward language learning (Azmi, 2017; Jayanthi

& Kumar, 2016). Therefore, technological tools such as wikis, blogs, and Google Docs should be

considered to promote collaboration among students when writing.

Several initiatives and strategies that involve using collaborative learning for teaching

academic writing have been proposed by different stakeholders. Nonetheless, as evidenced,

writing skills in 11th-grade students have not been achieved as it is established in the BLRs

(2016), which requires students to be able to write opinion texts about academic topics using a

clear and simple structure by following a process of planning, writing, reviewing and editing a

text. Although several studies support the implementation of collaborative writing in language

learning classrooms, there is a lack of instruction in writing in high school students and an

absence of more focused strategies that foster this skill development (Gomez, 2011; Marulanda & Martínez, 2019). Furthermore, the writing abilities of Colombian students have not been developed effectively. Consequently, by using collaborative writing as a pedagogical strategy with the support of online tools, learners can enhance their accuracy, fluency, syntax, and even their interpersonal skills (Ubilla et al., 2020). Therefore, implementing a collaborative writing workshop represents a meaningful opportunity for teachers and students to participate in engaging writing activities based on collaboration.

Taking into consideration the potential of collaborative writing, the challenges that the educational system has found to promote writing skills in eleventh graders, and the power offered of the integration of ICTs in the learning process, the purpose of this classroom project was to implement collaborative writing workshops for eleventh-grade students at Institución Educativa Alfonso Jaramillo Gutiérrez public high school in Pereira, Colombia. In this sense, the objectives of the present project were established as follows:

Objectives

Teaching Objectives

General Objective

To implement collaborative writing workshops through the Google Docs platform as a means to teach how to write descriptive paragraphs to eleventh-grade students at a bilingual high school in Pereira, Colombia.

Specific Teaching Objectives

- To assess the applicability of collaborative writing for the composition of descriptive

    paragraphs using Google Docs.

- To design writing workshops in which students can work collaboratively.

- To identify students' main difficulties in writing descriptive paragraphs.

- To identify the main problems of students using online tools such as Google Docs.

- To identify students' perceptions of the effectiveness of collaborative writing tools.

Learning Objectives

General Learning Objective

To be able to write descriptive paragraphs collaboratively using Google Docs as a tool.

Specific Learning Objectives

- To recognize the structure and main characteristics of descriptive paragraphs.

- To differentiate the most common errors when writing a descriptive paragraph.

- To identify the main elements of writing such as punctuation, organization, spelling, and

    verb tenses.

Theoretical Framework

This chapter is devoted to the exploration of the main constructs that shape our classroom

project and relevant recent literature that informs it. In this sense, this chapter is divided into

literature review, in which studies from the international, national, and local context regarding

the pedagogical use of collaborative writing are synthesized, and a conceptual framework, in

which concepts like *collaborative learning, writing, the use of online learning tools* among others are elucidated.

Literature Review

This classroom project explores challenges in academic writing instruction and related pedagogical strategies to address such issues. Worldwide, studies on these topics have been focused on aspects such as students' writing performance, collaborative learning, and peer feedback. For instance, the study by Fathi et al. (2021) explains the effects of collaborative learning on the writing performance and writing self-regulation of Iranian EFL learners. Additionally, the research performed by Ubilla et al. (2020), provides evidence of the effectiveness of collaborative learning in students' writing skills at Universidad Católica de Temuco, Chile. In Colombia, the study conducted by Robayo and Hernandez (2013) gives an overview of the effects of the implementation of a collaborative writing project with upper-intermediate students. Moreover, the study by Caviedes et al. (2016) reported perceptions of the use of collaborative writing with pre-service teachers in Colombia. These studies set the foundation of this literature review, providing insight into collaborative learning as a pedagogical strategy. Consequently, these studies will be further explored in this chapter, to better inform our project.

All over the world, research has been conducted on collaborative learning such as the paper by Fathi et al. (2021) named *The Effect of Collaborative Writing Using Google Docs on EFL Learners' Writing Performance and Writing Self-regulation*. It was directed to 57 students from a private language institute in Tehran, Iran. The authors implemented a quantitative experimental research design to apply the study, and the results were obtained from paired

samples and tests. In general, the findings of this study suggest that collaborative writing using

Google Docs contributed to the writing performance and writing self-regulation of Iranian EFL

learners. Moreover, the findings explain that Google Docs is a useful tool for learners to share

their assignments, review, peer-edit, and give and receive feedback.

Similar outcomes were obtained in Ubilla's et al. (2020) study, which was directed to

thirty-three pre-service EFL teachers from a bilingual education program at Universidad Católica

de Temuco, Chile. The purpose of the study was to unveil pre-service EFL teachers' perceptions

of collaborative writing of argumentative texts in a blended environment at the university. The

authors performed quantitative and qualitative methods, and data were obtained from a semi-

structured interview, a Likert-scale survey, and a tailor-made self-assessment rubric. The results

suggested that collaborative writing should be implemented in courses aimed at developing pre-

service teachers' EFL communicative competence. Furthermore, the researchers found that

collaborative writing using Google Drive was helpful to maximize students' writing skills in

English and reinforce their interpersonal skills in foreign language learning processes.

In the Colombian context, Robayo and Hernandez's (2013) study inquired about

collaborative writing to enhance academic writing development through project work. It was

aimed at 18 upper-intermediate EFL students aged 16 to 28, and the purpose of the study was to

report what collaborative writing through project work suggests about students' academic

writing development. The researchers implemented a pedagogical intervention by means of

collaborative writing and project work, and the data was obtained from video recordings and

written papers. They found that "collaborative writing through project work helped students

enhance their academic writing development, as this process prompted different formal aspects

of language and promoted critical thinking" (p. 15). This indicates that collaboration has positive

effects not only on students' writing competencies but in their high-order thinking skills.

Caviedes et al. (2016) developed a similar study named *Collaborative Work and*

Language Learners' Identities When Editing Academic Texts and was intended for three groups

of EFL pre-service teachers at a private Colombian university. The purpose was to help the

students in the editing process of an academic manuscript using a corpus interface (a tool that

allows students to find linguistic patterns). The researchers administered a qualitative case study,

and the data was obtained from teachers' and students' journals and interviews. The authors

concluded that the students who worked collaboratively "felt successful with the editing process

and experienced a more inclusive work environment and group dynamics" (p. 73). This means

that, at the end of the study, students' attitude toward collaborative writing was positive, and they

were able to actively participate in their groups.

To conclude, this review showed how different implementations of collaborative learning

as a pedagogical strategy impacted EFL students positively. It revealed that collaborative writing

favorably influenced the study participants' teaching and learning processes. Besides, the

findings presented here demonstrated that writing could be taught and improved using Google

Docs as an online collaborative tool. Finally, the documents analyzed displayed how

collaborative writing can be implemented and why it should be considered in language

education. Subsequently, these results encouraged us to think that collaborative writing was a

pedagogical strategy that should be replicated in new contexts such as Pereira in order to

improve students' writing skills. Therefore, Google Docs was used with eleventh-grade students

in the creation of descriptive paragraphs in a bilingual public high school in Pereira, Colombia,

as collaborative learning has been shown to lead to a considerable advance in students' learning

process.

Conceptual Framework

Collaborative academic writing entails the interplay of different notions that range from

theoretical concepts to pedagogical considerations. The purpose of this conceptual framework is

to elucidate how they are defined and come together. Specifically, it addresses the concepts of

writing, academic writing, types of writing, its main elements, and approaches to teaching this

language skill. Moreover, this conceptual framework will explain definitions of collaborative

learning, collaborative writing, its implementation, and its stages. Additionally, it will take into

account delineations of online tools to teach writing using Google Docs. By deepening the

aforementioned dimensions, this classroom project will support the use of collaborative writing

for teaching in EFL classrooms.

Writing

Writing is a complex activity that requires time, effort, and practice. It is a complicated

phenomenon as writers must construct their written discourse by negotiating elements of writer,

reader, text, and reality (Matsuda & Silva, 2020). This means that the writer must be aware of

several aspects simultaneously to be able to write appropriately. Furthermore, writing is a

communication process in which the writer expresses ideas and information through written

forms (Amalia et al., 2021). This indicates that writing fosters interaction with others; therefore,

writers must be endowed with specific knowledge and abilities to do it properly. To achieve this,

it is essential to find methods to ease the writing process. For instance, Serravallo (2017)

suggests strategies such as planning, monitoring, and evaluating to foster students' writing at

distinct levels. By doing this, it would be easier to ensure a high-quality product. High-quality

writing, however, also needs to follow certain specifications that will be defined here as elements

of writing.

Elements of Writing. Academic writing requires following determined rules and

conventions. It is a combination of cohesion, coherence, grammar, vocabulary, punctuation, and

spelling (Ortega, 2013). For instance, correct spelling is necessary for readers to gain accurate

meaning and understanding of a written text (Newton et al., 2018). Punctuation is also important

to have clear ideas and give necessary pauses to the reader. When punctuation marks are used

improperly, it is difficult for readers to understand what the writer wants to transmit (Rauf &

Saeed, 2021). This means that writing has fundamental conventions that need to be followed, as

even a comma can alter the meaning of a sentence.

Cohesion refers to the grammatical and lexical connections that exist between the

elements in a text (Grabe & Kaplan, 2014). In other words, cohesion is the correlation that exists

among sentences and provides them with a logical order in the written production. In addition,

coherence refers to a logical relationship of meaning among statements in a paragraph (Setiawan

& Taiman, 2021). This means that coherence allows readers to access the text in a clear and

meaningful way. Hence, mastering the elements of writing is fundamental to developing writing

fluency, which enables the logical expression of ideas, resulting in clear written communication.

Writing Fluency. Some researchers define writing fluency as the process of producing

written language rapidly, appropriately, creatively, and coherently using linguistic structures to

achieve rhetorical and social purposes (Wolfe-Quintero et al., 1998; Reynolds, 2005; Latif,

2012). This indicates that writing fluency implies more than just writing quickly; it requires

appropriate language use and creativity. These aspects enable writers to convey their intended

message and meet the expectations of the context or audience. Other authors such as Barrot and

Gabinete (2019) define writing fluency as the "ability to produce written words and other

structural units in a given time" (p. 2). This means that as learners improve their language

proficiency, their ability to access vocabulary and construct written texts also increases.

Consequently, when learners improve their writing fluency, they enhance their ability to engage

in academic writing and effectively convey complex ideas within specific disciplinary contexts.

Therefore, it is also relevant to describe the main characteristics of writing academically.

Academic Writing

Writing in the academy can represent a challenging task as it involves being aware of

several conventions simultaneously. Authors such as Oshima and Hogue (2007) define academic

writing as the type of written production which is used in college classes. This means that, unlike

the colloquial style, writing in an educational setting implies using a formal register and

advanced grammatical patterns. For instance, passive voice use, reported speech, subordinate

conjunctions, and conditionals, among others. In fact, academic writing is a challenging task

associated with diverse cognitive and metacognitive activities (Proske, 2010). This indicates that

the task of composing an academic paper entails mental operations related to the development of

high-order thinking skills. In this respect, academic writing requires students to demonstrate

competence in thinking, interpreting, and presenting skills (Irvin, 2010). Descriptions are

examples of products in which students have to demonstrate their thinking skills, as descriptive

writing implies observation and synthesis of ideas. Hence, it is paramount to analyze in-depth the

characteristics of this type of writing.

Descriptive Writing

Descriptive writing is one of the genres in which written products are required for students in higher education. In order to offer a clear definition of the concept, Sumarsih and Sanjaya (2013) state that descriptive writing is used to refer to a particular person, place, or event in detail. By acquiring and perfecting the ability to describe meticulously, a writer can create a scene in the reader's mind. For instance, a descriptive paragraph about a topic such as the last students' summer vacation with details about activities and places visited can be a meaningful descriptive task. In this activity, the writer vividly portrays a scenario so the reader can visualize it or approach the author's experience or imagination (Ginting, 2018). In other words, through descriptions, students can convey ideas about the information they gathered from a specific source. Nonetheless, describing could be more difficult to accomplish if students are asked to write in a language different from their mother tongue.

Writing in EFL

Writing entails great attention for EFL learners since it is essential in the academic domain. It is an important skill that students must develop in order to be effective communicators in the academic context (Bhowmik, 2021). Nevertheless, writing represents one of the most difficult skills for EFL students to develop and internalize. For instance, they usually have difficulties creating and organizing ideas into understandable texts (Nourdad & Aghayi, 2016). In this regard, it is essential for teachers to create strategies for students to improve their competencies when writing in their L2. An effective way for EFL students to develop writing fluency is to encourage them to write as much and as often as possible (Eshghinejad, 2016).

However, students must have formal instruction to achieve a significant improvement in their writing skills.

Teaching Writing

Writing with coherence and style demands a high effort from students and, therefore, instructors need to be prepared with tools that make the involvement in writing successful. In this, Murray (2020) states that "we teach writing as a product, focusing our critical attention on what our students have done as if they had passed literature into us" (p. 3). Motivating the teachers' role is to focus not only on the product but to emphasize the process that the learner has had through the creation of the written product. To create a whole procedure to assess the process of writing, Berge et al. (2016) propose a theoretical construct called "the wheel of writing" (p. 2), in which writing is considered a cultural and individual intentional act. Moreover, it has a socio-cultural focus, emphasizing the interplay between the acts of writing and their ends. With this strategy, and with the hand of methodologies to be explored, it was possible to make foundations to assess the written products of the present project. Thus, to acquire the necessary knowledge for assessing writing, it is mandatory to have specific teaching writing stages.

Teaching Writing Stages. Throughout the history of writing, both in art and the academy, experts in the topic have made decisions regarding its components, stages, and assessment procedures, as it demands a high cognitive and metacognitive effort for students. Due to its complexity, it is necessary to divide writing into steps for its study and practicality. Harmer (2007) divides the stages of writing into planning, drafting, writing, revising, and publishing, emphasizing that all the moments can be implemented as many times as the writer requires and

considering the writing process as important as the final product. This indicates that to have a satisfying and successful writing experience, the writer should complete all the stages of writing. The necessity of a well-written product acquires importance in the academic field since, as Irvin (2010) states, "academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting" (p. 8). Hence, to clarify the implementation of teaching writing, it is necessary to acknowledge its stages.

Since knowing the process of planning, drafting, writing, revising, and publishing has become the basis of the present project, it is necessary to go through these stages themselves. According to Harmer (2007), the stages are, first of all, planning that is brainstorming ideas and collecting them in some way. Second, drafting is the moment of making a draft and revising its structure. Third, the writing stage refers to the time to write the product and decide the order of the paragraphs and the information it will contain. Fourth, the revising stage is the moment of checking the language use, punctuation, and spelling and looking for more ideas or changing the focus. This highlights the importance of using the process approach for writing academically and exploring ways of measuring and teaching this ability.

Approaches to Teaching Writing to English Language Learners. Nowadays, different methodologies are employed for teaching writing in English language classrooms. These approaches have undergone several changes over the years, seeking to enable learners to become proficient writers. For instance, the controlled-to-free approach first proposed by Raimes (1983) uses the imitation of models provided by the teacher to improve students' production. Another proposal is the communicative approach suggested by Byrne (1988), which encourages writers to use real-life contexts to motivate their composition and authenticity. The process writing

approach suggested by Harmer (2007) gives importance to the procedure of writing rather than the product itself. By doing this, it intends to promote creativity and allow the students to write at their own pace. The process writing approach is closely related to formative rather than summative assessment and therefore, it is essential to establish the difference between these concepts.

Assessment in Writing

This project will use both formative and summative assessment to measure the students' abilities and weaknesses during the writing process. According to William (2018), formative assessment is "the gathering and provision of information about a student's current performance or understanding to benefit students' learning" (p. 3). This means that through formative assessment, teachers can have a notion of students' current level of proficiency in the writing process and understanding of the topic. On the other hand, summative assessment is defined as the diagnostic tool employed to measure students' domain after the focus of the unit or the class has been taught (Tursunboevna, 2022).

This is to say that summative assessment and its results offer insights to educators to refine their methods. Consequently, it was useful when sharing the results of this project. Furthermore, the teacher-practitioners of the present project used peer feedback during the implementation since it is beneficial to motivate students to take the initiative in learning and foster cooperative learning among them (Chen, 2021). This cooperation is essential for students to be engaged in the writing process as they can learn a lot from each other. Besides, classwork can also be fostered by implementing collaborative learning with peers in English language contexts. Hence, it is mandatory to define what the term stands for.

Collaborative Learning

Collaborative learning is a method that allows students to work with peers to achieve an educational objective. It provides a prominent level of interaction, which is essential to achieving the desired learning results (Moreno et al., 2012). Many authors advocate the beneficial effects of working collaboratively in language classrooms as it contributes to the development of students' comprehension, problem-solving skills, and language progress (Tomcho & Foels, 2012; Kwon et al., 2014). In this sense, this strategy provides the students with the opportunity to enrich their learning process and learn from others' ideas. When working on collaborative learning activities, students may have ideas they cannot think of when they are alone (Chi & Wylie, 2014). In this sense, writing represents one scenario in which students can work collaboratively to improve their competencies. For this reason, it is also imperative to define what collaborative writing means.

Collaborative Writing

Collaborative writing is a widely used learning method in which students must use their compositional abilities as well as their interpersonal skills. The concept is defined by researchers as an activity in which two or more writers work together or collaboratively (Storch, 2019). Additionally, collaborative writing has been conceived as an effective method, and many researchers around the world recommend its use in writing classrooms (Dobao, 2012; Calzada & García, 2020; Rezeki & Rahmani, 2021). In this regard, collaborative writing has been shown to offer students opportunities to improve their writing literacy. The benefits of collaborative writing are mainly in aspects such as accuracy, fluency, and syntax (Bueno & Martínez, 2017). Therefore, the implementation of collaborative writing must be explored in-depth.

Implementing Collaborative Writing. Writing collaboratively is a strategy that has been extensively implemented in language classrooms worldwide. Many authors have inquired about the specifications to make collaborative writing possible. For instance, researchers have argued that the efficacy of collaborative learning is directly affected by critical factors such as the group members and the interaction among them (Chen & Kuo, 2019). Some authors also considered influential factors for the formation of collaborative groups, such as the students' gender, communication skills, and experience in ICTs (Aslan, 2021). These factors have a significant impact on the implementation and effectiveness of collaborative writing. Nevertheless, teachers also need to offer opportunities for the students to interact with one another on various parts of writing (Zhang, 2018). To achieve this, it is vital to analyze the different stages of implementing the collaborative writing process.

Stages for Implementing Collaborative Writing. The effective development of collaborative writing tasks is benefited from the inclusion of specific stages. In this sense, Storch (2013) and Strang (2015) give recommendations for the use of collaborative writing in EFL classrooms. Regarding tasks, teachers should take into account students' language proficiency and pedagogical goals and choose between meaning-focused and language-focused tasks (Storch, 2013). Concerning learning materials, it has been shown that students have good engagement when learning with projects, small groups, colleagues, or discussions and debates (Strang, 2015). In respect of assessment, it is important to find effective strategies that allow students to have meaningful feedback. Other authors consider that teachers can integrate self and peer assessment when writing collaboratively (Frykedal & Chiriac, 2011). After these

recommendations, it is important to specify the stages students must experience to work collaboratively on writing.

Collaborative Writing implies following specific stages to make it properly and effectively. In this sense, Pham (2021) explains that in his study, students were asked to write an argumentative essay in small groups following certain stages. In the first stage, they worked collaboratively to brainstorm ideas, make outlines, and negotiate agreements. At the composition stage, the students in each small group divided the essay into paragraphs for each member to write according to the outline they created together. Then, students combined their paragraphs to form a complete essay. In the last stage, they all read the essays and provided feedback among themselves to achieve cohesion and unity of ideas on writing. This procedure exemplifies a way of implementing collaborative writing in language classrooms. Nonetheless, students can have different types of interactions when working collaboratively.

Interaction in Collaborative Writing. There are different modes of interaction in the implementation of collaborative writing. For instance, the face-to-face setting in which teachers and students are supposed to work collaboratively on a writing task (Musk, 2016). Besides, online environments have also made collaborative writing implementation possible due to the advantages that technology provides. For example, tools such as wikis, class blogs, Viber, Word documents, and PowerPoint are commonly used for collaboration (Lu & Kim, 2021). Furthermore, blended collaborative writing has also been explored by authors such as Challob et al. (2016) for having effects on "flexibility, personalization, and interactivity derived from an online component and direct observation, immediate feedback and spontaneity" (p. 239). This means that the integration of face-to-face interaction with online exchanges fosters beneficial

effects on the students. As a result, it is fundamental to explore the use of collaborative writing by using online tools.

The Use of Online Learning Tools

Online learning tools arise under the increasing demand for ICTs use in the educational field. For that, experts developed tools such as Learning Management Systems, Content Management Systems, and Online Learning Tools, among others. These different types of software allow the creation and administration of educational content to give education technological support. As these sources and platforms proliferated, the term E-Learning was created to encapsulate them. According to Nichols (2003), "eLearning involves the use of a number of technological tools that can be applied in various contexts; it is not a distinctive educational system in itself" (p. 292). This indicates that E-Learning implements online learning tools, satisfying the necessity of ICTs in education.

Furthermore, Google, as an e-learning platform, is going to be addressed for Online Collaborative Writing Tools (OCWTs) since, as Behles (2013) argued, the implementation of OCWTs is highly valuable for the students' experience since it is essential that they work in a collaborative environment by assessing and giving feedback. Meaning that OCWTs are essential for teaching and learning writing in an online collaborative learning methodology. Consequently, the tool provided by Google, Google Documents, will be explored as the Online Collaborative Writing Tool selected as the primary articulation tool of the project.

Google Docs

Google has made the accessibility to platforms easier since its use is simple and free. The educational field has not been far from Google's benefits as many learning-focused and free

tools are available. Google Documents is part of Google Workspace, and its primary function is

to work as an online word processor. For that, Google Documents, as Trostle (2015) enunciates,

is efficient to facilitate discussion, documentation, group writing, text production, and learning.

Accordingly, it reveals the importance of the implementation of this tool in students' learning

process and its coherence with collaborative writing. Moreover, Bahles (2013) states that

"students must be exposed to these tools in and out the classroom so they will be able to use

them effectively and efficiently in the workplace" (p. 40). At this point, the use of Google Docs

is supported by the efficiency of the platform and its coherence with the methodology of the

project. Therefore, this platform was used as an OCWT in this classroom project since it merges

the collaborative learning process and the use of ICTs.

Implementing Collaborative Writing Using Google Docs

Google Docs has been extensively used to implement collaborative writing in language

classrooms. For instance, Zioga and Bikos (2019) conducted a study to determine the

effectiveness of this tool in the teaching of modern Greek language to pupils in primary

education. The results suggest that there was a significant improvement in the structural elements

of written argumentative discourse. In a similar study, Ubilla et al. (2020) reported that the

implementation of collaborative writing through Google Docs should be considered in courses

aimed at developing pre-service teachers' EFL communicative competence, as it would help

them improve their writing skills in English. Other implementations such as Bikowski and

Vithanage's (2016), inquired about the effects of web-based collaborative writing on L2 writing

development. Their results showed that students who participated in collaborative writing classes

showed greater writing improvements than individual writers. Lastly, collaborative writing is not

only a contemporary strategy used in language teaching but also an effective strategy to improve

students' writing literacy.

Overall, it is important to highlight the relevance that the concepts of writing and

collaborative writing have in the development of this classroom project. Exploring writing in its

definition, characteristics, stages, approaches, and elements contributed to internalizing the basic

concepts required to establish the cornerstones of this project. The studies included in this paper

on collaborative writing as a pedagogical strategy to teach in EFL classrooms are vital to

understanding how it can be implemented in local contexts. In addition, students can benefit in

several ways from the use of collaborative writing using Google Docs as this strategy provides

important advantages for developing writing skills in EFL classrooms. Subsequently,

internalizing these concepts was helpful to have insights into the project implementation and

evaluate the effectiveness of collaborative work in the composition of simple written products.

Methodology

Context

This classroom project was implemented in a public school named Institución Educativa

Bilingüe Alfonso Jaramillo Gutierrez located in Pereira, Risaralda in a medium-class area. The

institution started its educational functions in 1967 and currently has three main locations in

Corales, Guayacanes, and La Villa (all neighborhoods in Pereira). The institution offers

preschool, elementary, middle, and high school education, and it has three operating schedules:

one in the morning that goes from 8:00 am until 12:00 pm, another in the afternoon from 1:00

pm until 5:00 pm, and the last one from 5:00 pm until 10:00 pm. The school has 1476 students

aged between 5 and 19 years old, whose socioeconomic background ranges from low to middle

class. Furthermore, it also has a total of 13 teachers from all areas, with three belonging to the English language teaching area.

Setting

The institution has a bilingual education orientation focused on the development of critical thinking, which integrates their context, social advances, science, technology, and innovation (Institutional Educational Project, 2018). The English instruction in this school is oriented by the standards of teaching English in Colombia contemplated in "Basic Learning Rights" (MEN, 2015). This means that the school is guided by communicative principles in language teaching established by the government. Moreover, the school adopts the Common European Framework of Reference for Languages (CEFR, 2001) to promote foreign language education in the classes. Institución Educativa Alfonso Jaramillo Gutiérrez is characterized as being a pioneer institution in bilingualism in the coffee region, and it focuses on students from preschool to eleventh grade. The purpose of the institution is to extend the school hours so that students can have more English classes and thus graduate with a B1 proficiency level based on the CEFR. In addition, the school has several resources for teaching English, such as TVs, an English lab, a computer lab, speakers, and a video projector, which may facilitate students' learning process.

Participants

Students' Profile

The target population involved in this classroom project was a group of 30 eleventh-grade students whose ages ranged from 16 to 19. In terms of their English language proficiency,

they were classified by means of a placement test as second-level or A2 based on the CEFR.

Moreover, the students were exposed to the English language for four hours weekly.

Specifically, the group attended English classes on Monday and Wednesday from 8:50 to 10:45

AM. Additionally, it is important to highlight that there was no report of any student with special

educational needs.

Practitioners

The teacher-practitioners were two teachers-in-development from the B.A program in

Bilingual Education at Universidad Tecnológica de Pereira, Risaralda, who conducted this

project as part of their graduation requirements. They were emergent bilinguals in their ninth

semester with a proficiency level over B2 (CEFR, 2001) in English according to a proficiency

test conducted in their program. They were instructed in English language teaching, both in

structural and discursive aspects as well as in methodological parameters. Besides, both teacher-

practitioners directed the project and reported the results collected in the implementation. During

the development of the project, they exchanged the roles of implementers and observers. This

means that class by class, one of the teacher-practitioners implemented the lesson plan, and the

other took notes.

Instructional Design

Methodological Approach

The methodology used during this implementation was an adaptation of the "Framework

for collaborative writing" proposed by Pham (2021). In his study, the students were asked to

write an argumentative essay in small groups following specific stages. Nevertheless, the model

described in Pham's (2021) study was used in the present classroom project to focus on descriptive writing. In the first stage, students worked collaboratively to brainstorm ideas, make outlines, and negotiate agreements. At the composition stage, students in each small group divided the descriptive paragraph for each member to write according to the outline they created together. Then, students combined their ideas to form a complete paragraph. In the last stage, they all read the paragraphs and provided feedback among themselves to achieve cohesion and unity of ideas. As the students of this project were foreign-language learners, they were asked to provide feedback to their peers using a standardized rubric previously handled by the teacher-practitioner. Nonetheless, students were allowed to give feedback to their peers using their first language (Spanish) to ensure that they understood their comments.

Implementation

There were ten sessions of one hour each for the project's implementation. Specifically, the first session was aimed at introducing the teachers, creating rapport, and idealizing the topic for the first descriptive paragraph. This paragraph was a diagnostic test to measure the students' writing proficiency and was also focused on instructing them on the use of Google Docs. The following eight sessions were dedicated to the workshop implementation, and the last class was intended for a final product. The focus of the project was based on the creation of real-context tasks and objectives using Google Docs. Thus, the following list of topics was chosen for the composition of descriptive texts during the implementation. The suggested topics for students to write on were as follows:

Topic 1: Cities.

Topic 2: Colombian culture.

Topic 3: The impact of social media on our lives.

Topic 4: Pollution.

This project made an adaptation of Pham's framework (2021), previously described, that intends to use Google Docs as a collaboration tool. The sequence of the strategy and the process of planning the sessions worked as follows:

- First, the teacher-practitioner gave the students the topic to write about in a descriptive style.

- Next, the teacher-practitioner offered a space for the students to mention ideas about the topic provided, and he expanded students' notions to ease the process of idealization.

- The teacher-practitioner wrote students' insights on the board and defined different focuses to guide the process.

- Then, the students worked together to create an outline in Google Docs, and the teacher-practitioner provided feedback by adding comments to the document.

- Afterward, the students wrote the descriptive paragraphs collaboratively in the classrooms based on their outlines using Google Docs.

- When completing the paragraphs, the students worked together to provide peer feedback to their papers by adding comments in the Google Docs document.

- Once receiving feedback from other groups, the students made the necessary corrections to their papers.

- Finally, after making corrections, the students uploaded their papers to an online portfolio for the teacher-practitioner to grade.

In the last session of the implementation, there was a final activity in which students had to design a website on Google Sites to include their best paragraphs. Every student from each

group participated in the activity, and the teacher assessed their products using a rubric that

contained the following dimensions: content, organization, grammar and syntax, graphics, and

presentation. At the end of the project, students were expected to be capable of writing

descriptive paragraphs collaboratively following a series of stages proposed throughout the

workshop. In addition, they put into practice the conventions of academic writing related to the

proper use of structures, vocabulary, grammar, syntax, and APA conventions (a writing format

for academic papers). To see a sample of the lesson plan format used in the implementation, see

Appendix A.

Assessment and Reflection

As the workshop was conceived in ten sequenced sessions, the evaluative nature of its

implementation was scaffolded. Moreover, in each of the sessions, students worked on their own

and the teacher's comments created formative feedback that contributed to the writing

development around the evaluative process. Furthermore, students assessed their peers by adding

comments on their documents and using a standardized rubric provided by the teacher that

contained dimensions such as content, organization, language use, grammar and syntax, and

length (see Appendix B). Finally, the teacher added comments on the students' paragraphs and

provided suggestions to improve their text quality. By supporting students in text composition

and reporting the experiences derived from the workshop, meaningful reflections were attained,

which provided new methodological insights.

Data Collection Instruments

Four different instruments to register and reflect were applied through all the stages of the implementation, namely, teachers' journals, class observations, students' artifacts, and a student perception survey.

Teachers' Journals

According to Dyment and O'Connell (2011), journals are instruments that improve learning by creating a connection between theory and practice. In this sense, this classroom project used teachers' journals to document details about students' interactions throughout the workshops and to recognize relevant facts about the participants when working collaboratively. Besides, journals were useful for the teachers to describe students' progress from the beginning until the end of the implementation. The journals' structure consisted of reflective texts in which aspects of each lesson were specified. Specifically, these journals contained information about what went well and what went wrong in the class and the pedagogical decisions that needed to be taken to improve students' performance. Furthermore, they included reflections on how to improve the weaknesses of the instruction and details of the teaching practices and experiences. Additionally, the journals contained descriptions of students' use of dictionaries, grammar checkers, spelling suggestions, and translators available on the internet.

Class Observations

One of the main instruments of the present classroom project was class observations since they are effective methods for collecting data concerning classroom practices, students' behaviors, and course stages (Dikilitas & Griffiths, 2017). For this implementation, ten observations were directed to analyze the effects of collaborative writing using Google Docs.

There was an observation format in which essential information was specified to ease this process (see Appendix C). This format included aspects such as general information about the lesson, objectives, teaching methods, students' responses, comments, suggestions, and a general overview of the class. In addition, the practitioners switched roles between teacher and observer during the project implementation.

Students' Artifacts

An artifact is a "qualitative method that provides the research process in-depth insight into specific practices" (Edwards & l'Anson, 2009). In this sense, artifacts in this classroom project were students' written production of descriptive paragraphs conducted through Google Docs. After a previous explanation, these products were assigned in each class as achievement tasks. Moreover, they had to be submitted in a Google Drive folder that the teachers shared with the students. This folder was a portfolio for the students to upload all their products, and each group of students had a specific sub-folder to do it.

Student Perception Survey

In the present project, a student perception survey was implemented. Learners had to answer different questions concerning their experience working collaboratively in writing tasks (see Appendix D). For the implementation, students were asked to complete a Google Forms survey in order to share their insights about the instruction they received, and the advantages and disadvantages they found in collaborative writing. In this sense, Finefter-Rosenbluh et al. (2021) state that student perception surveys "play an increasing assessment role envisioned to improve teaching" (p. 1). This means that perception surveys can inform teaching practices and help teachers to better support students' learning.

Results

This section displays the results attained in the present classroom project after implementing ten sessions. Then it is divided into three subsections called linguistic outcomes, students' responses, and professional growth. Each subsection includes the positive and challenging aspects faced in specific sessions supported by pieces of evidence and reflections. Consequently, it contains students' artifacts (Art), class observations (Obs), and teacher journals (Jou), which can be accessed from the link provided at the end of this chapter. These sections were written according to the project objectives and the results obtained.

Linguistic Outcomes

Collaborative writing has been envisioned as an efficient method to teach writing in EFL classrooms, and many investigators around the world recommend its implementation (Dobao, 2012; Calzada & García, 2020; Rezeki & Rahmani, 2021). This subsection will present the linguistic outcomes obtained during this classroom project considering the expected results at the onset, namely increased writing accuracy and fluency, productive collaborative work, and improved metalinguistic awareness when writing descriptive paragraphs.

Enhanced Writing Competence through Collaborative Writing

Based on the analysis of some students' artifacts and observations made during different collaborative writing exercises in which students had to write descriptive paragraphs in groups of three, it was evidenced that they improved their writing competence compared to the first session in which collaborative writing was implemented. This evolution can be demonstrated by comparing Art. 5 and Art. 27 when the same group wrote the following paragraphs:

Sample 1: Art. 5

New York
the big apple

New York city , the big apple ; the city where dreams come true . Frank Sinatra once said ¨ If I can make it there I can make it anywhere¨ It's considered a global city because of its influence in almost everything, many people who are looking out to some even called it the capital of the world. It's an expensive city filled with culture and diversity. Living in New York is not cheap , renting an apartment for instance will be 400 bucks, but it has cheap things like junk food. :)

Sample 2: Art. 27

Man: Luxury, death and desire

1   Humankind was created with the purpose of growing , to evolve and transform the

2   world. We have built cities with skyscrapers that reach the sky, we have invented machines to

3   make our lives easier, we are inventing ships to fly across the stars. But temptation has

4   prevailed, and many of our inventions, once good, are now used to kill our planet, our home.

5   This has not always been like this, humans are good by nature, but society , the

6   system , our own invention, has become a sharp knife on both sides. We are so stupid and

7   naive. We waste , kill and destroy. The animals and the plants have become things for us,

8   things that we overexploit , things that are meant for us to satisfy our unlimited wants. And

9   this hasn't been enough for us, we destroy their habit, their homes and this has pushed many

10   species to extinction. Nowadays people are more aware of what is going on , but no one

11   decides to take action. The industry has found a way to take advantage of this conscience that

12   is rising among people , products labeled as ¨eco-friendly¨ are now sold all over the world

13   claiming that they are going to save the planet, but it is just marketing.

14   We must take action into our hands before it is too late. Dinosaurs got extinct because

15   of a meteorite, let's not let humanity go extinct because of our own stupidity. We still have

16   time and we must do something for the future generations.

In Art. 5 students wrote a short paragraph with few supporting details and punctuation mistakes as can be observed in line two, when students wrote "Frank Sinatra once said 'If I can make there I can make it anywhere'". Conversely, in Art. 27, students wrote complex sentences (for example, from line 11 to 13). In this latter product, it is evidenced that students had improvements in their writing skills, explicitly in aspects such as punctuation, language use, sentence construction, syntax, and APA conventions for academic purposes. For more samples of this aspect, see the entire section in Appendix E, where there is evidence of the students' improvement comparing their first and last products. These results are consistent with the findings of the studies conducted by Zhang (2018), Bueno and Martínez (2020), and Ubilla et al. (2020), in which they found that collaborative writing was helpful in improving students' accuracy, fluency, and text quality.

Students' writing fluency in the last assignment improved significantly compared to the first one as it could be observed that they wrote more lines in less time, and it was easier for them to construct their ideas (as shown in Appendix E). Besides, students tended to implement pre-writing strategies such as brainstorming and outlining, which they found helpful in organizing their ideas appropriately and logically. This was revealed in Obs. 8 in which one of the teacher-practitioners described a collaborative writing exercise.

Sample 3: Obs. 8

It was evident that previous exercises to brainstorm ideas about pollution were helpful as the students were very fluent. There were two groups who wrote a complete descriptive essay, which overcame the expected results of only one paragraph [Teacher-practitioner 1].

These results were contrary to those of Pham (2021), which indicated that students' writing

fluency was higher in individual exercises than in collaborative writing practices.

Concerning language use, students used to discuss their ideas using their L1 (Spanish)

and then write in L2 (English), which was a tendency from the beginning until the end of the

implementation. In addition, students used online translation tools like bilingual dictionaries

(Linguee and WordReference) and translators (Google and DeepL). Sometimes, students asked

the teacher to clarify doubts related to vocabulary, but most of the time they looked for

information on the Internet. This situation was described by one of the teacher-practitioners in

Obs. 6.

Sample 4: Obs. 6

It was evident that some students used Google and DeepL translators to translate

complete sentences, and it was also notable that one group decided first to start writing in

Spanish in the document and then translate everything into English. Moreover, some

students were observed searching for information in English on the web, which had not

been seen in previous exercises. Conversely, students tended to search for information in

Spanish and then translate it into English word by word or using bilingual dictionaries

such as Linguee and WordReference [Teacher-practitioner 1].

Moreover, it was evident that students recognized the main characteristics of descriptive

paragraphs since they tended to use adjectives on purpose and followed the structure provided

which contained a topic sentence, supporting details, and a concluding sentence. This tendency

could be observed in Art. 32 when the students wrote a paragraph about pollution.

Sample 5: Art. 32

1

Pollution

1   The pollution is generated by man and for all the toxic waste that we generate day by

2   day, with this we are digging our own graves and destroying the planet for future

3   generations. We cannot wait for a limited resource to be finished like water or that cutting

4   down trees will leave us without oxygen, but we have to act now to prevent pollution and

5   help the environment. The pollution is caused by the big industries, winter gasses, illegal

6   mining and contamination of water and air. Also the contamination of air(pollution) is

7   produced by the presence in the atmosphere of toxic substances, mainly produced by human

8   activity in recent years.In our opinion, it should be implemented campaign against large

9   industries should be implemented to reduce the effects of greenhouse gasses.

As shown in the sample above, specifically from lines three to five, students identified the main clause elements (subject + verb + complement) and recognized the use of coordinating conjunctions to join sentences. Additionally, it can be observed that students learned some APA rules such as the correct use of margins, font, size, title, spacing, indentation, page number, and alignment. These improvements indicate that at the end of the implementation, students understood essential notions of academic writing, which is described by Ortega (2013) as the combination of different skills such as cohesion, coherence, grammar, vocabulary, punctuation, and spelling.

Despite the fact that students had positive results in aspects such as APA conventions, there were some difficulties that could be identified during collaborative writing exercises. These were mainly related to punctuation, contractions, and first-person pronouns as can be observed in Art. 29.

Sample 6: Art. 29

POLLUTION

1

First, the video make us awareness about what is happening in the world, but a little real

than the other videos, and, a real-fiction future of the humanity, because we don´t know if aliens are

real, but what think that can be real is the tragic future with a no return of pollution, and the worst

thing, is that the humanity few times aware of that problem, how as we see in the video, the boy

doesn't care about what is happening, and in the final too, he thinks that he just did a good job, but

it is not in this way in the real world, we gonna see the consequences, like:

The sample above evidenced a case of a run-on sentence as students joined several

complete sentences using commas instead of periods. Besides, students used contractions and

personal pronouns in their text although they were instructed to avoid them. Consequently,

feedback was provided, and pedagogical decisions were made to correct these mistakes. Then

focalized input was given and practice on the use of periods, coordinating and subordinating

conjunctions was offered. Furthermore, additional resources and explanations were shared in the

Google Drive folder intended to do so as a way to promote autonomous learning.

Work Division and Interaction

Regarding the work division, learners assumed different roles in their groups, in which

one student was in charge of writing, the other was responsible for searching for information on

the internet, and the last one offered suggestions and feedback on the text. This feedback was

mainly on aspects such as sentence construction, language use, grammar, and punctuation. This

behavior was evidenced in Jou. 3 when the teacher-practitioner detailed a collaborative writing

exercise about cities.

Sample 7: Jou. 3

When students began to write, they assumed different roles in their groups. For example, in some groups, one student embraced the role of the writer and was in charge of condensing the information in the text. The other was a searcher and was responsible for finding relevant information about the city on the Internet. The last one was in charge of giving feedback on aspects such as punctuation, grammar, and vocabulary [Teacher-practitioner 1].

The student responsible for writing assumed the leadership of the group, condensing the most relevant information and taking important decisions in the text. Although students opened the Google Document on their respective computers, they developed the writing exercise on a single computer. In some groups, students divided their work into topic sentences, supporting details, and concluding sentences. Then, they joined the information to form a complete paragraph with the elements required. This procedure is comparable to what some students did in Pham's (2021) study, in which they created an outline together, divided an essay into paragraphs for each member to write, and then combined them to form a complete essay.

Peer Feedback and Metalinguistic Awareness Enhancement

The data obtained from students' artifacts evidenced the capacity of students to identify their classmates' mistakes based on the rubric provided by the teacher-practitioners. Art. 26 shows the evolution of this capacity in comparison to previous feedback exercises in which students did not demonstrate metalinguistic awareness. In the aforementioned artifact, the student providing feedback focuses on aspects such as spacing, grammar, and adjectives that represent the development of recognition of what appropriate writing practices include. This

evolution can be demonstrated in Art. 26 when students were asked to provide feedback on a

descriptive paragraph about pollution.

Sample 8: Art. 26

1

Pollution

Commonly, the main cause of pollution is humans because they destroy everything in his path; for example killing animals and damaging the environment in order to create things without thinking about the consequences that will have over the years. Always looking for to take with them. The problem will continue to advance, if we do not take action to improve it, such as recycling, reducing deforestation and keeping the planet's natural resources clean since day after day it is advancing with greater force. We have to become aware because we are the future generation and we are the main responsible for the great pollution. Sometimes, we are not thinking the importance of environment problems and we help to increase that.

ACHIEVEMENT → / DIMENSIONS ↓	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT	RESULTS AND COMMENTS
CONTENT	The text includes descriptions of pollution (types of pollution, causes, consequences, strategies to avoid it, among others).	The text includes some descriptions of pollution but lacks important details about it.	The text did not include descriptions of pollution.	SATISFACTORY Because the text have descriptions but lacks strategies to avoid it.
ORGANIZATION	The text consists of an introduction, supporting details, and a conclusion.	The text lacks any introduction, supporting details, or conclusion.	The text lacks organization or structure making it hard to understand the sequence of ideas.	EXCELLENT Because the text consists of an introduction, supporting details and a conclusion.
LANGUAGE USE	The text includes adjectives and appropriate vocabulary.	The text includes a good vocabulary but lacks adjectives.	The text does not have proper vocabulary or adjectives.	EXCELLENT Because the text includes good adjectives and appropriate vocabulary.

2

GRAMMAR AND SYNTAX	The writing displays no errors in syntax, punctuation, capitalization, or spelling.	The writing has few errors in syntax, punctuation, capitalization, and spelling.	The writing has several misspelled words and syntax errors as well as a lack of punctuation and capitalization.	EXCELLENT Because the text don't have errors in syntax, punctuation.
LENGTH	The text includes a minimum of 8 lines and at least 4-5 sentences.	The text includes more than 6 lines and at least 2-3 sentences.	The text includes less than 5 lines and/or only one sentence.	EXCELLENT Because the text includes 8 lines and +4-5 sentences.

Nov 2, 2022
The title is good because is in negrita and centered.
From imported document

Nov 2, 2022
The text have good adjectives.
From imported document

Nov 2, 2022
The text have a reflection of pollution.
From imported document

Nov 2, 2022
The font and size is good.
From imported document

Nov 2, 2022
The text lacks of strategies to avoid the pollution.
From imported document

Nov 2, 2022
The grammar is good.
From imported document

Nov 2, 2022
The organization of the text is good.
From imported document

Students gave feedback on aspects such as language use, punctuation, grammar, and APA conventions. In addition, students tended to expand their comments on a standardized rubric provided by the teacher that assessed content, organization, language use, grammar, syntax, and length (see Appendix B). In this regard, Chen (2021) explains that peer feedback is beneficial to motivate students to take the initiative in learning and foster cooperative learning among them. Thus, students were able to help each other to improve their writing competence by adding comments on their paragraphs and suggesting corrections. This behavior was documented by one of the teacher-practitioners in Jou. 8 when he described a peer-feedback exercise about pollution.

Sample 9: Jou. 8

It is important to note that the students were more specific with the comments they added since they included a further explanation about the mistakes their peers made. Some even added comments in the rubric justifying the grade they assigned. The comments were mainly about punctuation, indentation, language use, and content. This time, students were very meticulous in their observation, and they commented on aspects such as coherence and syntax [Teacher-practitioner 1].

This proves the importance of considering different types of assessment to measure students' production. Promoting peer feedback is "key in instructional design, as peer suggestions throughout the collaborative writing process encourage idea generation, discussion, planning, reviewing, reformulating, editing, and proofreading" (Ubilla et al., 2020, p. 17). Through peer feedback exercises students were able to share valuable ideas with their peers and increase the quality of their work.

Students' Responses

This subsection will report the students' responses during the implementation of ten collaborative writing sessions and will provide details on their attitudes toward the project.

Interpersonal Skills and Teamwork

Concerning students' interpersonal skills, they improved considerably in terms of interactions, discussions, and negotiations compared to their first class since most students learned how to work together effectively. In fact, some groups divided their work and tended to follow the same strategies during the sessions to develop the writing activities as described by the teacher-practitioner in Obs. 8.

> **Sample 10: Obs. 8**
>
> Some of the groups discussed how to outline the elements they wanted to write about by listing topics and details. Then, they wrote longer ideas negotiating meaning and structural aspects. There were two groups who followed this sequence. On the other hand, some groups simply started to write [...] Overall, the exercise was successful since students were able to write their impressions about their peers' paragraphs. Most of them understood the rubric and were able to fill it out properly. The fact that some student groups were able to work together effectively, dividing tasks and maintaining consistent strategies, demonstrates their enhanced ability to collaborate and cooperate with one another. [Teacher-practitioner 1].

The strategies students followed consisted of negotiating which aspects they would include in their paragraphs by brainstorming and outlining their main ideas. In this concern, researchers explain that collaborative writing enables students to work more effectively with others by

helping them to improve their interpersonal skills (Pardo-Ballester & Carrillo, 2015; Dobao & Blum, 2013). In some cases, students simply start writing and let their ideas flow in the exercise. Then, they read the text again and made some suggestions about language use, grammar, and sentence construction.

It is fundamental to note that students tended to form groups with the same participants, as they claimed to feel comfortable working with each other. Besides, some students said that they found it easier to write in groups since they could correct each other and generate ideas about a certain topic easily. Other students found it difficult to work with certain peers as they considered that the work distribution was disproportionate. As well as in Ubilla et. al (2020), the strategy of self-selection of team members was implemented in the present project as it provides benefits such as improved academic results and higher quality work (Hilton & Phillips, 2010).

Students' Attitudes Toward Collaboration

In the last session of the implementation, students were asked to complete a perception survey about aspects such as the advantages and disadvantages that they found in collaborative writing. In the perception survey ([Appendix D](#)), some of the students' answers are shown in Sample 11 as the advantages. On the other hand, disadvantages are shown in Sample 12 as follows.

Sample 11: Student Perception Survey

The greatest advantage is that in a group, you have more ideas , everyone gives their opinion in the subject and that kind of makes it easier for the creative process .

that we all give opinions

> The greatest advantage is that in a group, you have more ideas , everyone gives their opinion in the subject and that kind of makes it easier for the creative process .
>
> that we all give opinions

Sample 12: Student Perception Survey

> In my case i don´t find disadvantages of collaborative writing.
>
> I have not found any disadvantages in colaborative writing because all the groups where I used to be working could work without problems and complete all the jobs before the deadline.
>
> One disadvantages of the collaborative writing is not being able to put ideas together.
>
> Unlike other forms of communication, written communication can take a certain amount of time to materialize, depending on the skills of the writer.

These replies indicated that some students found it easier to work together as they could have more ideas, while others had difficulties gathering information. Some students even suggested that they found no disadvantages in collaborative writing exercises. Additionally, students were asked whether they preferred to work individually or in groups, and the answers were collected by the practitioner in the perception survey as follows.

Sample 13: Student Perception Survey

> I think both are good since we share our points of view, and only because we can give our point of view
>
> In groups, because it becomes easier, since we all have a collaborative work and we learn a lot.
>
> obviously it is easier in a group because we have all the support of the others.
>
> I find it easier to write in a group since among the members of the group we support each other and give ourselves ideas on yhe subject
>
> I find in groups because all ideas come together and a more elaborate text is construted

In general, students expressed that they preferred to work collaboratively due to mutual contributions, interaction, and feedback. These results were similar to those by Pham (2021),

which suggested that students expressed positive attitudes toward collaborative writing as they

could learn the writing styles from each other, making their writing better. Moreover, during the

composition of descriptive paragraphs in groups, some students improved their confidence in

aspects of academic writing such as the correct use of APA conventions. This situation was

evident during a writing exercise in the computer lab described in Obs. 6. In the observation, the

teacher-practitioner mentioned:

> **Sample 14: Obs. 6**
>
> This time, students were more conscious of APA conventions since they chose the correct
>
> size and font. Besides, some students indented their paragraphs, centered the title, and
>
> wrote it in bold [Teacher-practitioner 1].

As it can be noted, some students seemed to be more autonomous, which helped them to enhance

their fluency and text quality. These results are consistent with those by Caviedes et al. (2016),

which suggest that students who worked collaboratively reported that they experienced a more

inclusive work environment and group dynamics.

Although the students obtained positive results in collaborative exercises, most of them

expressed difficulties concerning reading, grammar, and vocabulary. This was revealed in the

perception survey when students were asked about what they thought they needed to work on to

improve their writing skills. Some of the answers were collected in the perception survey as

follows.

> **Sample 15: Student Perception Survey**

read more texts or make more texts based on a topic worked on

In grammar to make a text better

> To improve the grammar a little more

> In the conjugation of the verbs, in the grammatical use, i think that it´s very important because is the main thing in everything.

> I think need to work the grammar, vocabulary and reading

> I think i need work to improve my grammar and learn more verbs to improve my writing skills.

The responses above suggest that there is a need to instruct students in grammatical aspects as well as in reading practices to improve their writing skills. Subsequent implementation of collaborative writing can consider focusing input on these aspects to foster the necessary skills in students to obtain high-quality writing products. Furthermore, the importance of using tools such as student perception surveys to understand the students' opinions toward collaborative writing was evidenced, as it provided insights into its applicability.

Students' Attitudes Towards the Use of Google Docs for Collaborative Writing

The use of online learning tools during the implementation of the present project impacted the students' attitudes toward writing. Google Drive was employed to provide an online portfolio for students to organize their assignments and find useful resources, and Google Docs was used as a writing tool to enable collaboration among group members. This impacted students' motivation toward the exercises in which they had to write descriptive paragraphs about specific topics. This case was reported by one of the practitioners in Obs. 2 during the first writing session.

Sample 16: Obs. 2

Students started to write their first descriptive paragraph in groups of three. They seemed to enjoy being in the computer lab, as they seemed engaged in doing the writing exercise and very attracted to the use of technology [Teacher-practitioner 1].

This indicates that the use of Google Docs provided an engaging opportunity for students to write and interact with their peers. Additionally, the characteristics offered by Google Docs such as the possibility of adding comments and working on the same document simultaneously made the writing process more captivating for the students as documented in Jou. 5.

Sample 17: Jou. 5

Thanks to the feedback exercise, students were able to add comments on their own paragraphs as a way to provide immediate feedback on their texts. It is important to highlight that this was spontaneous, and students were not asked to do it [Teacher-practitioner 1].

Some students participated actively by using the features offered by Google Docs, as they perceived it as a manageable tool to use in their learning process. In this concern, evidence suggests that when students work collaboratively helped by technology, the quality of their products improves, and they feel their contributions are valued (Ubilla et al., 2017). Nevertheless, students faced some challenges concerning distractions such as the use of social media during class time. This behavior could be observed in Obs. 6 during a writing exercise on "the impact of social media on our lives" when the teacher-practitioner wrote the following.

Sample 18: Obs. 6

Ironically, some students got distracted in the collaborative writing exercise by using social networks such as WhatsApp and Facebook instead of paying attention to their class activities [Teacher-practitioner 1].

This evidence suggests that social media represented a distraction for some students, which could make collaborative work disproportionate. However, it also indicated that social media

such as Facebook blogs can be integrated into the collaborative writing process as a way to encourage students to write in a familiar and engaging environment.

Professional Growth

This subsection will give details of what the teacher-practitioners of the present classroom project were able to do at the end of the implementation of ten collaborative writing sessions.

Lesson Planning and Execution

The design of writing workshops in which students worked collaboratively was a meaningful opportunity for the teacher-practitioners to gain experience with innovative teaching methods. The development of these workshops was an adaptation based on the "Framework for collaborative writing" proposed by Pham (2021). In his framework, Pham suggests steps to make collaborative writing possible, facilitating the implementation of writing sessions with eleventh-grade students in the present project. These steps were explained in class time by the practitioners and applied by the students as one of the practitioners exposed in Jou. 10.

Sample 19: Jou. 10

It was interesting to notice that some learners followed strategies to brainstorm ideas and outline what they wanted to include in their texts. There were some tendencies that were present in the students' teamwork such as pre-writing strategies, discussions in their L1, use of bilingual dictionaries and translators, work division, and assumption of different roles [Teacher-practitioner 1].

Students internalized some notions of the framework for collaborative writing previously described. This demonstrated that the instruction given about collaborative writing was

successful in terms of enabling negotiation among students. Furthermore, the processes of design, implementation, and reflection contributed positively to the practitioners' professional development as they offered a significant opportunity to grow as novice writers, teachers, and researchers. Nonetheless, there were some challenging aspects to face before starting the implementation as documented by one of the teacher-practitioners in Jou. 1.

Sample 20: Jou.1

This project will be implemented in a public high school in Pereira, Risaralda with eleventh-grade students. Therefore, it has been an arduous task of designing and planning, and it has caused a high level of anxiety and stress due to the deadlines and schedules [Teacher-practitioner 1].

Deadlines and schedules had a great impact on the practitioners as they were emotional factors that could impact the development of the project. However, the project was executed in the time expected, and the results obtained exemplified the need of implementing collaborative learning in EFL classrooms as a way to promote writing skills.

Assessment

Assessing students' descriptive paragraphs represented a beneficial experience for the practitioners of this project to practice their teaching skills. After students concluded the peer-feedback exercise by providing suggestions and corrections on their peers' paragraphs, the teachers added their comments and final reflections about them. This process could be observed in Art. 21 when the practitioner provided feedback on a paragraph about the impact of social media on our life.

Sample 21: Art. 21
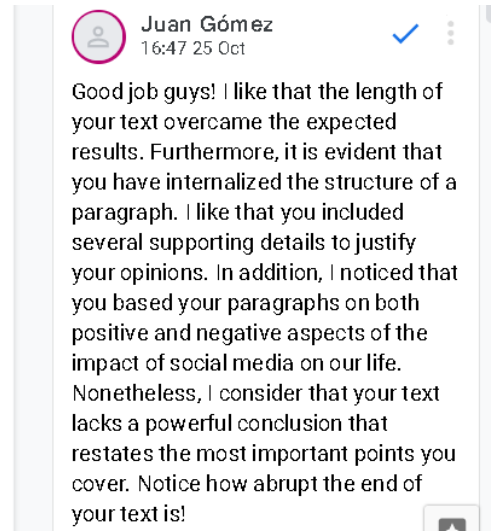
The teacher highlighted the positive aspects of the students' production to encourage their

continuity on this behavior but also offered suggestions on students' weaknesses so that they

recognize their mistakes and make subsequent corrections. In this sense, formative assessment

was given through the process of suggesting, correcting, exemplifying, and clarifying through

Google Docs and during class time. Moreover, summative assessment was given on the final

products through a standardized rubric (see Appendix B) where students first assessed their

peers, and then, the teacher supported or refuted their grades. In this concern, researchers suggest

that assessment criteria require rewarding both the writing process and the product, both the

quality of individual contributions and that of the text built together (Li, 2018; Storch, 2013;

Trentin, 2009). Therefore, both formative and summative assessments were included in the

present project as a way to increase validity and reliability while measuring students'

achievement.

Use of Translators and Bilingual Dictionaries

The use of online translation tools in collaborative writing exercises was a tendency during the whole implementation of the classroom project inasmuch as some students used such tools to translate complete sentences in their descriptive paragraphs. In order to illustrate this point, the following is an extract from Jou. 5.

Sample 22: Jou. 5

The use of bilingual dictionaries and translators was evident again. Students looked for information about isolated words and connectors. It is also interesting that students looked for information in Spanish and then translated it into English [Teacher-practitioner 1].

Students' translations were mainly about vocabulary and grammatical aspects such as the correct use of tenses and auxiliary verbs. Besides, students tended to use translators such as Google and DeepL translate, and bilingual dictionaries like Linguee and WordReference. In fact, online translator tools were allowed during class time as evidence suggests that they help beginners (especially those with lower proficiency) to communicate more and produce better quality writing (Garcia & Pena, 2011). In this concern, authors such as Lee (2020) suggest that Google Translator eases L2 learning as it helps students to notice and correct their errors, focusing on their language learning process. Furthermore, it helps students in terms of vocabulary expansion and content improvement (Tsai, 2019). Nonetheless, students were encouraged to write in English as much as they could, and input was given about strategies for writing, sentence construction, APA conventions, language use, connectors, and punctuation. Thus, this enriched our professional profile as it allowed us to understand that by finding a balance between original

text composition and support from digital tools such as translators and bilingual dictionaries, students' writing skills could be enhanced instead of being hindered.

The following link leads to the Google Drive folder in which both the raw and the condensed data are included:

https://drive.google.com/drive/folders/1puDd_-blWxfi5tOvtG9xmqKRs-s7LsKS?usp=sharing

Conclusion

The purpose of this classroom project was to promote and improve eleventh graders' writing skills through collaborative writing using Google Docs as an online writing tool. After implementing ten collaborative writing sessions and through instruments such as observations, teachers' journals, students' artifacts, and a student perception survey, it was concluded that collaborative writing could be considered as a strategy for teaching writing to high school students. The adaptation of Pham's (2021) framework for collaborative writing provided an engaging opportunity for students to learn writing through innovative teaching methods. The results showed enhancements in students' writing competence, interpersonal skills, peer feedback, and digital literacy. Furthermore, students showed a positive attitude towards collaboration and technology used in English learning environments. Besides, the teacher-practitioners who directed the project had a beneficial impact on their professional growth as they improved in aspects such as lesson planning and execution, assessment, and the use of online translation tools for academic purposes.

Although collaborative writing had a positive impact on students' writing learning process, it is paramount for teachers to consider that the use of technology can be a challenge in language classrooms when it comes to teaching writing. Nevertheless, strategies such as constant

monitoring, strict time management, visual aids, relevant content, and warm-up activities can contribute to grabbing students' attention. Furthermore, online translation tools, such as bilingual dictionaries and translators, can be integrated into writing exercises to help students enrich their vocabulary and catch their mistakes. Moreover, these tools help students improve both their communication and text quality. This means that translators and bilingual dictionaries did not obstruct students' learning process, but rather helped them strengthen their skills. Overall, the findings obtained in this project suggest that collaborative writing should be considered in EFL classrooms as a way to promote students' writing literacy and interpersonal skills.

Limitations

Despite the positive results of this classroom project, it is important to consider that the implementation of a collaborative writing workshop is a demanding process in terms of planning, peer participation, and use of technology. Planning represented a time-consuming task for teachers since it was necessary to establish realistic objectives, design contextualized tasks, and provide attractive material and resources for students. In this way, students were more motivated to participate in collaborative writing activities and develop meaningful exercises that allow them to demonstrate their knowledge. In addition, peer participation was difficult to control inasmuch as it required time and effort to enable a proportionate division of labor, role distribution, and interaction. Lastly, the use of technology represented a clear limitation in terms of internet availability in educational institutions and students' familiarity with online collaborative learning tools such as Google Docs. Hence, it was necessary to instruct students in these tools as they directly impacted their written productions.

Pedagogical Implications

Implementing innovative teaching methods in EFL classrooms is essential for creating dynamic and engaging learning environments that facilitate students' growth and development. By incorporating technology tools like Google Docs, teachers can take advantage of the full potential of digital platforms to improve collaboration, critical thinking, and digital literacy among students. Furthermore, incorporating collaborative writing tasks allows students to actively participate in their writing process, collaborate with peers and receive valuable feedback from them. This feedback not only raises students' metalinguistic awareness but also helps them enhance their interpersonal skills. Thus, the integration of technology, collaborative learning, and peer feedback into language learning pedagogy fosters a more engaging and effective learning setting for students. Additionally, it equips students with valuable learning experiences that enhance their overall academic performance and prepare them for the future. Overall, educational institutions in Colombia should strongly consider implementing collaborative writing using Google Docs to boost students' proficiency in EFL writing. Equally important, stakeholders must consider aligning their methods to the current landscape and technological advancements to ensure optimal learning outcomes and student success.

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Appendices

Appendix A

Lesson Plan Sample

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés

GENERAL PLANNING INFORMATION	
INSTITUTION: Institución Educativa Bilingüe Alfonso Jaramillo Gutiérrez	**Branch:** Corales
NAME OF TEACHERS: Juan Gómez (observer) and Kevin Muñoz (teacher)	
GRADE & GROUP: 11-A	
TIME OF CLASS: 10:30 - 11:30 am	
NUMBER OF LEARNERS: 27	**AVERAGE AGE OF LEARNERS:** 16-19

Date of the class: October the 5th - 2022	Class Number: 4	Module N° 1	Module: Democracia y paz
GENERAL AIM: (from suggested curriculum. Check the aims of "*alcance y secuencia*" chart for the corresponding module) Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts.			
Performance indicators (From Suggested Curriculum)			

Knowing The student knows basic concepts of descriptive paragraphs, its structure and main features.	Doing The student can write a basic descriptive paragraph using the instructions learned.	Being The student assumes the basic requirements to write a descriptive paragraph.

Suggested Content (from Suggested Curriculum): Simple present, adjectives, prepositions, vocabulary related to places, punctuation, spelling, syntax.
Materials: Slides, personal computer, notebooks, journals, markers, video beam, board.

Articulation with students' prior knowledge or previous lessons: This class will focus on the creation of descriptive paragraphs. Also, it will address Google Docs as the main learning tool for collaboration.

Lesson Plan		
Aim for this class session: At the end of the lesson the learners will be able to write descriptive paragraphs collaboratively about Colombian culture.		

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE (Description of Activities)	COMMENTS
Warm-up activity 15 minutes	The teacher will start the class by calling the attendance and greeting the students. Then, he will play "Boogle" activity and project the exercise on the TV. The students are going to be in their groups, and the teacher will provide a piece of paper. Then, he is going to explain the instructions. This is a Boogle adaptation that consists of providing the letters and asking the students to form words and write them on a piece of paper. It is going to last 3 minutes.	
Types of sentences explanation 10 minutes	The teacher will explain to the students the structure of a sentence following the agreement "Subject + verb + complement". Then, he will explain to them the difference between a simple sentence and a compound one. Here, he can introduce the FANBOYS to explain the connectors. The teacher will provide general feedback on the first descriptive paragraphs about cities. He will emphasize the errors students had in terms of punctuation, APA format, plurals, connectors, possessives, and adverbs. Additionally, he will highlight that the individual feedback was provided on their documents corresponding to the first assignment.	
Idealization 10 minutes	The teacher will ask the students about aspects of Colombian culture, and he will ask for details about it. He will ask for adjectives to talk about Colombian people (funny, outgoing, hardworking, kind). This activity can be done in Spanish to ease the idealization process and avoid the language barrier to think about it.	
Descriptive paragraph - Colombian culture 20-30 minutes	The teacher will ask the students to make groups of three. Then, he will ask the students to write a descriptive paragraph collaboratively about Colombian culture. The teacher will remind students of the structure they are supposed to follow, considering topic sentence, supporting details, and a conclusion. Furthermore, the use of adjectives is also important at this point.	
Homework 5 minutes	The teacher will ask the students to watch some videos about further explanation on FANBOYS.	Link to the video
Assessment paths (from Suggested Curriculum) The teacher will obtain a grade from students' participation in the diverse activities.		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: The following classes will take place in the computer lab.		
Observations:		

Appendix B

Rubric #4

ACHIEVEMENT → DIMENSIONS ↓	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT	RESULTS AND COMMENTS
CONTENT	The text includes descriptions of pollution (types of pollution, causes, consequences, strategies to avoid it, among others).	The text includes some descriptions of pollution but lacks important details about it.	The text did not include descriptions of pollution.	
ORGANIZATION	The text consists of an introduction, supporting details, and a conclusion.	The text lacks any introduction, supporting details, or conclusion.	The text lacks organization or structure making it hard to understand the sequence of ideas.	
LANGUAGE USE	The text includes adjectives and appropriate vocabulary.	The text includes a good vocabulary but lacks adjectives.	The text does not have proper vocabulary or adjectives.	
GRAMMAR AND SYNTAX	The writing displays no errors in syntax, punctuation, capitalization, or spelling.	The writing has few errors in syntax, punctuation, capitalization, and spelling.	The writing has several misspelled words and syntax errors as well as a lack of punctuation and capitalization.	
LENGTH	The text includes a minimum of 8 lines and at least 4-5 sentences.	The text includes more than 6 lines and at least 2-3 sentences.	The text includes less than 5 lines and/or only one sentence.	
ASSESSED BY:				

Appendix C

Observation Format Sample

Obs2;KevinMuñoz;28/09/2022

OBSERVATION - SESSION #2

Date:	Wednesday, September 28, 2022.
Institution:	Institución Educativa Alfonso Jaramillo Gutiérrez
Grade & group	11 - A
Number of learners:	25
Teacher:	Kevin Muñoz Morales
Observer:	Juan Bernardo Gómez Correa
Session #:	2
Learning aim:	Checking adjectives, start writing a descriptive paragraph about cities.
Materials	Slides presentation, personal computer, HDMI cable, markers, board.
General teaching objective:	To implement collaborative writing workshops through the Google Docs platform as a means to teach how to write descriptive paragraphs to eleventh-grade students at a bilingual high school in Pereira, Colombia.
Specific teaching objectives:	● To assess the applicability of collaborative writing for the composition of descriptive paragraphs using Google Docs. ● To design writing workshops in which students can work collaboratively. ● To identify students' main difficulties in writing descriptive paragraphs. ● To identify the main problems of students using online tools such as Google Docs.
General learning objective:	To be able to write descriptive paragraphs collaboratively using Google Docs as a tool.
Specific learning objectives:	● To recognize the structure and main characteristics of descriptive paragraphs. ● To differentiate the most common errors when writing a descriptive paragraph. ● To identify the main elements of writing such as punctuation, organization, spelling, and verb tenses.

Time	Procedure	Teaching methods	Students' response	Comments
10:35	Introduction	Visual aids Keynote slides L1	Students seemed to enjoy being in the computer lab.	The class started late since students took a lot of time on the break and arrived five minutes later at the computer lab. Furthermore, there were three students who arrived even later to the class. The computer lab is large and illuminated and has 30 personal computers for the students to work on.
10:40	Warm-up activity Parts of speech	Group activity L1	Students were engaged in the activity, and some demonstrated to have good knowledge about parts of speech. Some students translated the questions, and they even discussed and collaborated with peers to solve their doubts.	The students accessed the link easily. However, some students had problems opening the link to the Quizzes activity and expressed ideas like "Me sacó de la página", "Esta cosa no funciona", "Se fue el internet". Hence, they decided to join through their cell phones. Students were committed to developing the quiz and some of them finished faster than expected. Nevertheless, some students expressed opinions aloud such as "¡No entiendo nada!", "¡Estoy llevado!", or "¡Yo no sé de esto!".
11:00	Introduction to Google Docs	Visual aids L1	Most of the students access the folders easily, but others struggled with the internet connection.	Some students had problems accessing their Google accounts. When students were asked about Google Docs, some of them answered in Spanish "Es un word pero en Google", "Es para hacer trabajos en internet". Moreover, only one student answered in English: "It's a tool". Some students had problems creating a document in Google Docs and it took so long.
11:10	Diagnostic exercise - Descriptive paragraph about cities	Visual aids Explanation L2	Students started to write their first descriptive paragraph in groups of three.	The teacher showed an example of a descriptive paragraph as a model for the students to write theirs. During the writing process students observed it constantly. Although in the instructions, the teacher asked the students to write in one document, some students decided to join one student (the writer) to write on only one computer. Some students assumed different roles in their groups. One student embraced the role of the writer, the second provided feedback and the last one

				looked for information about the cities. The feedback was given to students L1, and it was mainly about vocabulary and grammar. The ones who looked for information did it on their computers and some even used their cell phones. Some students started to negotiate the city to talk about. Some of them expressed utterances such as: "Hablemos de Italia, de Venecia, no sé", "Hablemos de Medellín o de Pereira". It is relevant to highlight that the majority of students looked for information about the cities in Spanish and then wrote in English in their paragraphs. The majority of the groups used bilingual dictionaries and translators to look for unknown vocabulary. It is important to mention that most of the discussions were made in Spanish with the exception of one group in which they interacted sometimes in English. The negotiations were mainly about meaning, but they also negotiated aspects related to meaning, grammar, commas, structure, and punctuation. Some students asked about the length of the paragraphs although they were instructed to write a minimum of eight lines. Some of the cities that students chose were New York, Pereira, and Medellín. A few students asked about vocabulary to the teacher by saying "¿Como se dice *paisajes*?". Some students used additional resources in their writing process such as images below their paragraphs. Some students did not follow the APA format since they used different fonts, sizes, and colors. The average paragraph had five lines. In total, the writing exercise lasted 40 minutes.
General overview and suggestions:			The class was engaging, and students participated actively in their L1. The teacher established a rapport with the students, and they seemed to be committed to the project. It is necessary to promote more spaces for the students to interact and participate in L2. Overall, the learning aims were achieved, and the time management was accurate.	

Appendix D

Student Perception Survey

Link to access the responses:

https://docs.google.com/spreadsheets/d/12wYiNvybG2EroxPeXH00cENqtcihjRcwLGKr8ZUUk
d8/edit?usp=sharing

Appendix E

First Product versus Last Product

Art5;28/09/2022;S2

New York
the big apple

New York city , the big apple ; the city where dreams come true . Frank Sinatra once said ¨ If I can make it there I can make it anywhere¨ It's considered a global city because of its influence in almost everything, many people who are looking out to some even called it the capital of the world. It's an expensive city filled with culture and diversity. Living in New York is not cheap , renting an apartment for instance will be 400 bucks, but it has cheap things like junk food. :)

Art27;31/10/2022;S8

Man: Luxury, death and desire

1 Humankind was created with the purpose of growing , to evolve and transform the

2 world. We have built cities with skyscrapers that reach the sky, we have invented machines to

3 make our lives easier, we are inventing ships to fly across the stars. But temptation has

4 prevailed, and many of our inventions, once good, are now used to kill our planet, our home.

5 This has not always been like this, humans are good by nature, but society , the

6 system , our own invention, has become a sharp knife on both sides. We are so stupid and

7 naive. We waste , kill and destroy. The animals and the plants have become things for us,

8 things that we overexploit , things that are meant for us to satisfy our unlimited wants. And

9 this hasn't been enough for us, we destroy their habit, their homes and this has pushed many

10 species to extinction. Nowadays people are more aware of what is going on , but no one

11 decides to take action. The industry has found a way to take advantage of this conscience that

12 is rising among people , products labeled as ¨eco-friendly¨ are now sold all over the world

13 claiming that they are going to save the planet, but it is just marketing.

14 We must take action into our hands before it is too late. Dinosaurs got extinct because

15 of a meteorite, let's not let humanity go extinct because of our own stupidity. We still have

16 time and we must do something for the future generations.

Art6;28/09/2022;S2

Our city is famous for the tower Eiffel, because it is called "City of the Love", and is the capital of France, and is very visited by tourists and couples. We think that the people of the city are very elegant and very polite. The Throne Festival is celebrated in Paris. In our opinion this city is the most beautiful in the world and every one of us should visit it. Also we should meet its culture and its delicious food because it is a mundial center of art, fashion, gastronomy and the most important museum is "Louvre".

Art25;31/10/2022;S8

1

Pollution

Commonly, the main cause of pollution is humans because they destroy everything in his path; for example killing animals and damaging the environment in order to create things without thinking about the consequences that will have over the years. Always looking for to take with them. The problem will continue to advance, if we do not take action to improve it, such as recycling, reducing deforestation and keeping the planet's natural resources clean since day after day it is advancing with greater force. We have to become aware because we are the future generation and we are the main responsible for the great pollution. Sometimes, we are not thinking the importance of environment problems and we help to increase that.

Art9;28/09/2022;S2

PEREIRA

HI, TODAY RAYO,SAMUEL AND JUANJO ARE GONNA TALK ABOUT A FAMOUS CITY FOR THE COFFEE GROWER, BECAUSE IS THE CAPITAL OF THE COFFEE AXIS,

 AND FOR THE BIGGEST SKATEPARK IN SOUTH AMERICA, THE BOLIVAR PARK, IN THE CENTER OF THE CITY WE HAVE A MONUMENT TO THE HERO OF INDEPENDENCE SIMON BOLÍVAR NAKED ON HIS HORSE, THE VIADUCT CESAR GAVIRIA TRUJILLO, ONE OF THE MOST IMPORTANT VIALS STRUCTURES OF COLOMBIA, AND THAT STRUCTURE BE ILLUMINATE IT SELF EVERY DECEMBER.

THIS CITY IS A GOOD EXPERIENCE FOR THE TOURIST PEOPLE , AND THE CULTURE AND THE PLACES THAT HAVE AROUND EVEN THOUGHT IT IS VERY SMALL.

Art29;31/10/2022;S8

POLLUTION

1

First, the video make us awareness about what is happening in the world, but a little real than the other videos, and, a real-fiction future of the humanity, because we don´t know if aliens are real, but what think that can be real is the tragic future with a no return of pollution, and the worst thing, is that the humanity few times aware of that problem, how as we see in the video, the boy doesn't care about what is happening, and in the final too, he thinks that he just did a good job, but it is not in this way in the real world, we gonna see the consequences, like:

The oxygen will become scare

The advance of technology is not gonna be functionally because the world can't give us the necessary things to do that (matter rhymes)

the climatic changes influence a lot

the trash is consummating the nature

And for finally, the pollution if is not checked, finally will end with us and with all the things that we wanna do with it, and we think that the human will change someday and wil gonna do well all the things about this problem.